DOCUMENT RESUME

ED 322 314 CE 055 297

AUTHOR Faraday, Sally; Harris, Richard
TITLE Learning Support. 9. Sources of Help and Advice/References and Bibliography.
INSTITUTION Further Education Unit, London (England).; Skill: National Bureau of Students with Disabilities, London (England).; Training Agency, London (England).
PUB DATE 89
NOTE 23p.; In: Learning Support. A Staff Development Resource Pack for Those Working with Learners Who Have Special Needs; see CE 055 287.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052) -- Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Confidentiality; Consultants; Continuing Education; *Educational Diagnosis; Educational Improvement; Educational Resources; Foreign Countries; Individual Needs; *Inservice Teacher Education; Mainstreaming; Needs Assessment; Postsecondary Education; Professional Services; *Referral; School Community Relationship; *Specialists; *Special Needs Students; *Staff Development; Training
IDENTIFIERS *Great Britain

ABSTRACT

Where to get help to teach special needs students is the subject of this document, the last of 9 modules in an 11-unit resource pack designed to help trainers and postsecondary and continuing education staff meet the needs of special needs students in Great Britain. Having completed the module, staff should be able to: (1) identify when learners needs extra help and advice; (2) distinguish between those needs that the staff can meet and those requiring the help of others; (3) identify and access sources for meeting those needs in-house, locally, regionally, and nationally; and (4) show an appreciation of the need for confidentiality. The module contains a discussion of the support process, 7 exercises (several of which involve case studies), and 72 annotated references. (CML)

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LEARNING SUPPORT

SOURCES OF HELP AND ADVICE/ REFERENCES AND BIBLIOGRAPHY

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INTRODUCTION

Above all else, support strategies are vital to learners with special needs as they provide the hub around which the rest of the process revolves, and are provided from a wide range of sources. You have primary responsibility for making provision for the needs of learners. However, if viewed as the task of the teacher/trainer alone, it can appear quite daunting. Therefore, it is vital to know when, how and where to get help and advice.

KEY QUESTIONS

- What is the problem?
- How far should we seek to become the expert?
- When should we seek advice and help from others?
- How special are special needs? Do we already have the expertise to manage?
- What potential sources of help and advice are available locally, regionally and nationally?
- How do we assess the value and quality of advice?
- How far is the learner the source of help and advice?
- Is the surface problem the *real* problem or merely a symptom?
- Where does the balance lie between providing help and advice and encouraging the learner to take responsibility?
- How much do we need to know?
- How much do we need to tell?
- How much do we need to record?

AIMS

- To examine the provision of help and advice.
- To consider when, where and how to obtain it.

OBJECTIVES

By the end of this element you should be able to:

- identify when learners need extra help and advice;
- distinguish between those needs which you can meet and those requiring the help of others;
- identify and access sources for meeting those needs in house, locally, regionally and nationally;
- show an appreciation of the need for confidentiality.

HELP AND ADVICE

BASIC PRINCIPLES

For learners with special needs, achieving full access means providing support for both learners and teachers. The support process is illustrated in diagrammatic form overleaf, after which a number of suggested activities are provided. Experience has shown that support has to be carefully planned if it is to be effective and, because of the complex and/or diverse needs of many young people with disabilities or learning difficulties, the support is often best rooted in multi-agency, co-operation and co-ordination.

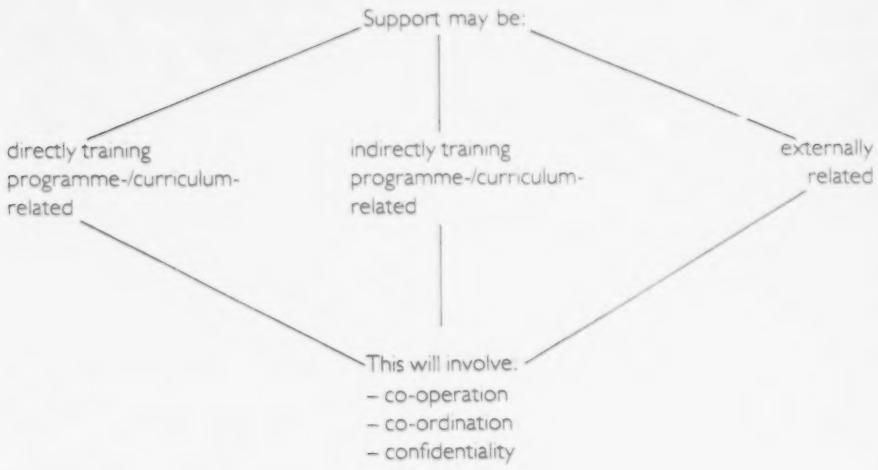
The basic principle is that the learner is *your* learner and it is *your* responsibility to ensure that the learner's special needs are met. This does not mean that you will be the *only* source for the provision of support.

Special education/training needs do not exist in a vacuum. This point was mentioned briefly in the **User's Guide** when defining special educational needs, and in more detail in the **Introductory Element**. They arise from the interaction of the learner with the course/training programme, in the education/training environment. This interaction, involving the learner and the teacher/trainer, is central to the provision of appropriate support to meet special needs.

DIAGRAMS. THE SUPPORT PROCESS

Identify problems
What is the *apparent* difficulty?
Define Needs
What are the *underlying* needs of the learner?
What are the tutor/trainer's needs?
Devise an Action Plan
What should be done? How?
Who needs to be involved?
– Can the learner deal with it?
– Can you help the learner deal with it?
– Can you deal with it yourself?
– Do you need extra support to meet the need?
Identify other sources of support
What is available:
– in house?
– locally?
– regionally?
– nationally?
How can you access and utilise this support?
Action
Review

Advice and support can come from a wide range of different sources



EXERCISE 1. IDENTIFYING PROBLEMS AND DEFINING NEEDS

Small group activity

This exercise enables you to look at the first phase of the support process and to practise identifying problems and defining needs.

Form small groups.

You will need to choose two or three examples of learners for this activity, from the options listed below. Make slight adaptations for your own setting, e.g. Maria is on a YTS course but her details could be slightly modified to represent a college student.

OPTIONS

Option 1

Maria (character 1) and Chris (character 2), represent two of the case-studies found in the resource material at the back of the package. The further information on Chris is presented to enable you to role-play the situation. Allocate the roles of Chris and the staff member, and spend some time preparing them before you begin. You have been given little information on Chris's answers in order to enable you to decide what is most likely to be the response in your setting.

SIGNPOST

nformation on role-play will be found in Element 3, **Teaching/Training and Learning Strategies** Section 3.

Additional information on these central characters is given below.

Option 2

Eddie and Veronica are two different examples not used elsewhere which you may like to use. They are described on the next page.

Option 3

Choose examples of two or three learners with special needs, known to you. Draw up a brief case-study or description for each, before you begin the activity.

Use the support process diagram (page 3) to:

- identify the apparent and underlying problems;
- define the needs for each learner.

Make a note of your conclusions. You will need to keep these for use in the next activity.

CASE-STUDIES I

Maria

Maria's last work experience placement as part of her YTS course ended with the revelation that money was short on the till. It was felt that it was an isolated incident and a genuine mistake, but she still requires extra time and support to help her to succeed. Her appearance acts as an indirect constraint on her success and means that she does not present herself well.

Here are some guidelines:

- What are Maria's views about her work experience placement?
- What does she feel about the incident?
- What does she think she should do?
- What issues about personal presentation and grooming are raised?
- How can these issues be approached appropriately?

Chris

Chris's progress has been slow but steady. At his review, a residential placement concentrating on independence, skill training and personal effectiveness was recommended and agreed, as an important element of this personal programme plan.

Chris sees various staff during the course of his programme. On Friday morning Chris cannot do leisure pursuits in the gym with the others because he has a sore toe. This external constraint to the normal programme affects Chris for several weeks. He cannot join in. When he tells you he cannot go on the planned residential for this group and is seen to be limping on the way to the refectory, what do you, as the mainstream PE tutor, do for Chris? What action do you take to ensure that this complaint does not affect Chris's programme involvements for an undue length of time?

Here are some guidelines:

- Does Chris *want* help to sort out his problem?
- Is anybody else helping him?
- Has he been to his own GP? What happened?
- Does he realise there is a nurse available within the college?
- What action has he already taken?
- Who could you contact within the scheme or college to advise you?
- What else could Chris be doing when he cannot do leisure pursuits?

Eddie

Eddie is 36, married with two girls, aged 9 and 11, and is now unemployed. He is visually impaired and in the last 18 months his eyesight has deteriorated so much that he had to leave his job. He was advised to gain qualifications by the disablement resettlement officer at the Jobcentre so he came to the college to gain academic qualifications but he did not find the return to study easy and, after much discussion, was transferred to a Caring course. Eddie requires direct modification of the curriculum, needs access to well typed notes, needs to record lectures and it takes him a long time to read. He has a special machine at home and his daughters help him to read things. Interestingly, Eddie's return to study has highlighted his wife's literacy problem. She finds it difficult to help him.

At first he needed to learn his route to college with his guide dog and the mobility officer who is also the social worker for the blind. She helped him to enrol. A representative from the Royal National Institute for the Blind talked to Eddie's tutor at the beginning of term but his assignments are late, pressure is building up and, as a result of Eddie's learning needs, he is under stress.

Here are some guidelines:

- Ask other tutors who teach on that course for their comments to see if the problem is a general one.
- Get Eddie a good set of typed notes and help him summarise the main points to minimise the amount he has to read. A befriending system could be effective.

- Discuss with the college SEN co-ordinator, if appropriate.
- Find out what extra support, if any, is available for Eddie.
- Maximise use of tape recordings of lessons and adapt the curriculum in favour of oral presentation if necessary.
- Build a good relationship and build in guidance and advice. Both Eddie's self-awareness and the monitoring of his progress will then be eased.
- If out of your depth, ask for advice in house, locally, regionally and nationally.

As a mainstream tutor on the Caring course what action would you take?

Who would you contact and why?

Veronica

Veronica has very considerable abilities but is dyslexic. Over the years she has adopted various strategies to cope with her difficulties and she is now at college doing a BTEC National Course. Her difficulty is under control but she often needs extra time as her short term aural memory is poor. She is aware of the required curriculum strategies if she is to succeed.

Veronica is such a pleasant outgoing person that when she explains this to you, as the mainstream Business Studies tutor, and asks for your help in a quiet way after class early in the course, you are pleased to do all you can. She needs written instructions; she can remember complex ones for a short time only, she has difficulty remembering sequences and needs to organise her work and notes carefully. She writes slowly so she arranges for a friend to duplicate her notes using some carbon paper. In this instance you, as the mainstream tutor, and Veronica, because of her insight into her needs, resolve the problem with the lecturer and no further action is required other than to ensure that exam concessions are arranged. Veronica will need extra time if she is to succeed. Who does this in your college/institute?

Here are some guidelines:

- Is there anybody else you need to inform?
- Does Veronica want you to?
- Are her needs a confidential matter?

EXERCISE 2. DEVISING AN ACTION PLAN

Small group activity

This exercise enables you to consider what should be done, how and by whom.

Form small groups.

Take the examples and outcomes from the previous exercise.

Detail a plan for action for each learner.

Look at the support process diagram (page 3) and use the following list of questions to help you with your action plan.

- Have both the learner and teacher/trainer agreed on the needs?
- Does the learner *want* help to deal with the problem?
- Can the learner devise his/her own action plan:
  - without help?
  - with the trainer/teacher's help?
  - with the help of others?
- What actions have already been taken to meet the needs identified? Were they successful? Could they be improved?

- What else should be done to meet the needs?
  List the actions required.
- How will these actions be carried out?
- Who should be involved?
- Will the learner and teacher/trainer need extra support?
  What form should it take?

These extra sources of support will be examined in the next exercise.

Whole group activity

Each group should report on the outcomes of their discussions from the first two exercises.

EXERCISE 3. SOURCES OF SUPPORT

Small group activity

This exercise is designed to enable you to explore the range of possible sources of support for any learners.

Form four small groups.

Each group should brainstorm and list the whole range of possible sources of support in one of these areas:

a) In-house support

b) Local support

c) Regional support

d) National support

Whole group activity

Each group should present the list of support sources. Other participants may wish to add to these lists so a comprehensive list of suggestions may be made.

You may find it useful to use this list to begin a directory of support sources for your workplace. This can then be updated as necessary and made readily available to all staff.

The list on the next page was produced by another group. You may wish to compare it with yours.

CHECK-LIST

In-house support

Is the source of expertise available in house? Who can help?

FE	Training Agency
Course tutor	Trainer and counsellor
Tutors	Other trainers
Co-ordinator	Manager
Personal tutor/	YTS co-ordinators
Counsellor/support tutor if appropriate, to secure prior info from other services involved, share other agencies' relevant information	

Any member of staff who has previous experience of similar problems

Check policy and guidelines. Is there a problem? If yes, define it. How identified? Who will be the key person responsible for the learner?

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Local support

Parents relatives and friends
Technical officer (for blind) (Social Services)
Mobility officer (Social Services)
Disablement resettlement officer
Employment Rehabilitation Centre (Jobcentre)
Disablement Advisory Service (Jobcentre)
Accredited training centres
Other local colleges/schools/specialist units/accredited training centres
LEA officers and advisors/experienced employers
GPs/voluntary organisations
Careers officers – generic and specialist careers officers
Access/health and safety officer (fire service)
Local health authority workers

Regional support

Regional Curriculum Bases
Regional Advisory Council
Relevant voluntary organisations
Regional Office of the Training Agency
Higher education establishments
Regional Examining Boards
National Union of Students

National support

National voluntary organisations
The Training Agency, Head Office – Sheffield
Department of Employment
Department of Social Security
Department of Education and Science
Further Education Unit
Training Standards Advisory Service
Her Majesty's Inspectorate
National Union of Students
National Association of Teachers in Further and Higher Education
Special Educational Needs Database
National Examining Boards
National Educational Resources Information Service

● ● ● EXERCISE 4. UTILISING SUPPORT

Small group activity

Once you and the learner have defined the problem and have agreed that, in order to meet the needs identified, you need to seek help from external sources of support, you need to consider where and how to do this.

This exercise helps you to consider the most appropriate sources of support and how to utilise them.

Form small groups.

You will need to take each of the learners from Exercises 1 and 2, for whom you have identified the need for extra support.

Decide which are the most appropriate sources of support for each learner:

- in house
- locally
- regionally
- nationally

How can you access and utilise this support?

You may have found the answers to where and how you can obtain this extra support, from within the group.

- If so, you can add the information to your directory of sources of support.
- If not, you should devise an action plan for obtaining this information ready to report back by the next training session, or any date you choose to specify.

You may find it easier if participants are set the task of finding out where and how one or two sources may be utilised for each.

Devise a format for recording the information in a way that is useful for your organisation.

For example:

- name of source
- nature of support
- telephone
- address
- hours of opening
- contact person
- leaflets or information sheets, etc.

EXERCISE 5. DISCUSSING THE ISSUES

Small group activity

You may have found that these exercises raised a number of important questions about the provision of help and support. This activity will help you to consider the issues raised and to produce guidelines for good practice.

Form small groups and *devise* a short list of guidelines for good practice, which you could present to a new member of staff.

Use the following questions to help you to do this, drawing on your experience of the cases you have worked on in this element, and your experience as a tutor/trainer.

SAMPLE QUESTIONS

- How much that you deal with is specifically *your* responsibility?
- *When* should you turn to others for help and support?
- How can you judge the value/quality of the advice and support received?
- The confidentiality issue:
  - How much do you need to know?
  - How much do you need to tell?
  - How much should you record?
- How can you get the balance right between developing the learner's own independence, self-advocacy and responsibility, and your own intervention?
- Can you always abide by the learner's wishes?
  If not, how do you justify not doing so?
- How far can you avoid problems with careful pre-planning?
- How can you ensure that you don't forget the support services normally available (i.e. those not usually labelled 'special')?
- Who will co-ordinate the support? Who will be the 'key' person?

You may have a number of other questions to add to the list.

SIGNPOST

Element 8 **Guidance and Support** deals with the issues of confidentiality and the provision of guidance.

EXERCISE 6. CO-ORDINATING ADVICE AND SUPPORT

Individual activity

This exercise helps you to examine your own actions and responsibilities in the support process and to consider the need for co-ordination.

Part 1

Consider this information.

Kay is a learner on your course/training programme. Her progress has been slow but otherwise satisfactory but recently you have noticed a dramatic change in her behaviour and personality. Normally quite lively and popular, she has become increasingly withdrawn and giggly or upset. You are trying to help her with her work when you realise she is completely ignoring you. You ask her what the matter is. She gives you a vivid description of a recent incident of sexual abuse. She begins laughing, then crying hysterically and repeating the details of what has happened. She says she is pregnant.

What could you do?

List the possibilities.

Form small groups and share your responses from Part 1.

Small group activity

Part 2

Discuss the responses in the light of this additional information.

The same or similar events have happened with other teachers/trainers. The YTS supervisor/the special needs co-ordinator in your college has interviewed her and spoken to the staff at the sheltered accommodation where she lives. Kay is not pregnant and it is not clear what incident (if any) has occurred. She has been described as suffering from 'a nervous breakdown'. She has seen a psychologist and has an appointment arranged to see a psychiatrist. Although her moods are extreme, the psychologist and the staff at her home think it is better for her to continue with the course/training programme.

Now consider the following points.

Decide whether there is a need for one person to act as the co-ordinating point for communications and who that person should be in your workplace.

If you feel one person should act as co-ordinator:

- List the factors you would like to communicate to the co-ordinator.
- Decide on the best way of doing this.
- How can you maintain effective communication in the medium/long term?
- What should the co-ordinator keep you informed of?

Draw a diagram to illustrate all the links in the communication network. Ensure that you include all possible sources of support.

Each group should feed back the outcomes of their discussions and should show their communication network diagrams. Formulate a procedure for dealing with communications in your workplace, based on your discussions.

Whole group activity

Incorporate this procedure into your guidelines for good practice. Consider how your guidelines can become formally adopted and used in your workplace.

EXERCISE 7. SUMMARY ACTIVITY

Small group activity

This summary activity enables you to use the support process diagram and to apply the issues you have been considering in this element, in practice.

Form small groups.

You will need the case-studies of Barry, Paul and Cheryl, which are to be found on the following pages.

Each case-study asks a specific question.
Use the support process diagram to address the questions.

Use your guidelines for good practice to discuss your answers.
Ensure that you have considered all the issues.

Make a note of your conclusions.

Whole group activity

Each group should feed back the outcomes of their discussions and a summary of the main points should be made.

Guidelines for facilitators

You may like to spend some time going through the same process in order to consider any actual cases that participants have in their work.

CASE-STUDIES 2

BARRY

Barry is 17 years old and has moderate learning difficulties. He attended a local secondary school and was identified by the support staff as needing additional help in core curriculum areas, particularly in expressing himself, either directly or indirectly.

He now attends a one-year bridging course at the local FE college. It is likely that Barry will join a premium-funded YTS scheme after this.

Barry is rather overweight and has a significant speech difficulty. His verbal communication skills are exacerbated by the lack of speech therapy support, now that he has left school. Staff interaction with Barry is not helped by his being teased over his poor speech by the other students. As a consequence of this, Barry is becoming increasingly more self-conscious.

Staff have noticed that, as the FE course progresses, Barry is becoming verbally and physically aggressive towards his student peers who make fun of his speech and also his roly-poly appearance. Although Barry wants to learn to read, his limited attention span contributes to the problems he experiences in trying.

The tutor feels that despite Barry's difficulty in articulation, the benefits that he would experience from being able to encode (at present unintelligible) symbols into understandable form would:

- give Barry access to communications/instructions for wider community involvement;
- give him the opportunity of a higher acceptance with his college peers and hence would improve his own self-image.

Question

Where would help be sought and how could it be co-ordinated, so that a twin approach towards Barry's limited literacy level and articulation difficulty could be successfully remedied?

PAUL

Paul is 18 years old. Having attended a weekly boarding school for the deaf, he has recently begun a YTS premium-funded training workshop placement.

Paul is quite small, to the extent of looking four or five years younger than he actually is. He has lived with his adoptive parents for six years now, having a number of short-term foster parents before that. Paul has a profound hearing loss and very little intelligible

speech. He appears to find manual communication confusing, although two of his YTS trainers are trying to learn Sign-Supported English at a local evening class, to help their efforts in communicating with Paul.

While at the residential school he previously attended, Paul underachieved to such an extent that it was felt that he had severe learning difficulties and was therefore placed in a small group of boys, all of whom had the same perceived level of ability. The school report commented that Paul's behaviour could become quite obsessive, the latest example being a fascination with aircraft. One of his adopted parents is partially deaf herself and uses Sign-Supported English to communicate with Paul at home.

The change from a weekly boarding special school for the deaf to a local YTS placement was initially quite traumatic. Paul found he was experiencing many social opportunities, with and without his peers, for the first time. This was almost overwhelming for him at first and he expressed a child-like excitement at achieving tasks at which he was not expected to be successful. A psychologist met Paul twice; despite the communication difficulty it was thought that Paul's level of ability was with the low/average range.

Paul's mother is still very nervous of Paul failing – to the extent of initially calling in to his training placement frequently to see his supervisors to see that everything was OK, although this happens less frequently now. The behaviour of some of the trainees is sometimes very attention-seeking and anti-social, and many have difficult behaviour as the main presenting need, although there are many others.

On several occasions Paul has been suspected of stealing money and sweets from the other trainees, and even from the staff. It appears that his adoptive parents are quite hard up, Paul's stepfather having lost his job several years ago due to an industrial injury.

The specialist social worker for the deaf has had contact with the family but is now leaving to join another local authority for a senior post. At a recent home visit it was realised that Paul's manual communication was in fact a Makaton and British Sign Language. This was explained to Paul's mother, who only understands Sign-Supported English. Earlier today, Paul was found with his hand in a member of staff's handbag, although when challenged about this, he signed that he had lost his aircraft book.

Questions

How would you help Paul to understand the consequences of his actions? What support would you need?

How could this be explained to his parents without their over-reacting? Their usual response is to remove all his personal cash when there is a problem. You want to ensure that it doesn't happen again.

CHERYL

Cheryl is 22 years old. On three days a week she attends a Social Education Centre for people with severe learning difficulties. On the other two days she attends a local FE college for several classes, which involve a mixture of discrete and integrated provision.

The college classes that Cheryl goes to include basic cooking, music and movement, sports options and art and craft. The first two are discrete classes, the latter are on an integrated basis, where she attends established classes in the college.

While Cheryl greatly enjoys the classes she attends, it is obvious that she finds great difficulty in fine motor skills. Her 'clumsy' approach sometimes distresses Cheryl, particularly when some carefully completed work is spoilt, unintentionally, by mishandling or grasping an item.

Communication with the Social Education Centre is very limited, although apparently the staff there approve of the provision that the college is attempting to offer. At the moment, the specialist and mainstream FE tutors feel they are working in isolation, with respect to what the students are involved in for the rest of the week. A number of specific students, including Cheryl, could be taught more effectively if they, the tutors, were made more aware of strategies that are successful at the SEC, it is argued.

The SEC staff also feel that their work is undervalued and is seen as occupational activity. The local college has received praise for embarking on innovative work but the SEC staff feel they have been involved in this work, on an unrecognised basis, for many years.

Questions

Where would FE staff find help for Cheryl, so that her 'clumsy' approach can be worked on discretely, in the classes she attends?

Generally, how can college staff find help and support so that the provision they now offer is appropriate and effective for the students with severe learning difficulties with whom they are now (increasingly) working?

SUMMARY

EVALUATION CHECK-LIST

Can you:

- identify when learners are experiencing difficulties which require extra help and advice?
- define their needs for help and advice?
- help them to devise, or devise yourself, a plan of action for providing that help and advice?
- decide when the learner can deal with the difficulty, you can help the learner with it, or you require extra support yourself to meet the need?
- identify what help is available: in house, locally, regionally and nationally?
- access appropriate sources of help and advice?

This element, **Sources of Help and Advice**, has examined the support process and has focused on the range of possible sources of help and advice which are available. At the very start of this element we stressed that you are responsible for the needs of your learners, but you will probably not be the only person involved in providing that help necessary to meet those needs. The emphasis in this element has been the extensive resources *beyond* your own personal skills, which are available. This element is closely related to Element 8, **Guidance and Support**, which deals with identifying and developing *your own* personal guidance skills.

SIGNPOSTS

This element links into issues discussed in all the other elements of the pack but those most directly connected include:

SIGNPOST

Element 5, **Training/ Teaching and Learning Strategies**. Section 3. Role-play.

SIGNPOST

This element is closely linked with Element 8, **Guidance and Support**.

REFERENCES AND BIBLIOGRAPHY

This bibliography is for use with the entire **Learning Support** pack. The numbers in brackets refer to elements where specific reference is made to that particular publication or where it will be especially relevant.

ALBSU *Training In Adult Literacy and Basic Skills* 1985 (**5**)

A practical guide giving advice on strategies for the development of training ideas for staff working on literacy and basic skills schemes. It does not need adaptation for special needs work as the issues in literacy and basic skills are the same.

ALBSU *Working with Groups: Styles of Leadership* 1985 (**5**)

A handbook on the practical issues related to working in groups and the teaching style which is appropriate for adult literacy students. It covers the subject in a way which is also directly relevant to special needs work.

Alexander,K. *Putting on the Style: An Author's Handbook for the Textual Component of Courseware* FEU, 1986 (**6,7**)

A handbook for producing courseware, looking at the whole process from planning to producing final copy. An easy to follow guide which could be used as an open learning package or as part of a training session with minimal adaptation.

* Bell,J. *Identify and Diagnose Exceptional Students* (Module L-2 of Category L – serving students with special/exceptional needs, *Professional Teacher Education Module* series) American Association for Vocational Instructional Materials, Georgia, 1984 (**3,4**)

Contains substantial sections on individualising learning materials. This is a self-contained module which gives objectives, case-studies and activities as well as a self-evaluation sheet.

* Bell,J. *Modify the Learning Environment for Exceptional Students* (Module L-5 of Category L – serving students with special/exceptional needs, *Professional Teacher Education Module* series) American Association for Vocational Instructional Materials, Georgia, 1984 (**5**)

Contains substantial materials on ways of adapting the learning environment in order to meet individual needs.

Bradley, J., Dee, L. and Hegarty, S. *From Coping to Confidence: A Staff Development Resource Pack for FE Teachers of Students with Moderate Learning Difficulties* DES/FEU/NFER, 1985 (**2,3,4,5,6,8,9**)

A package developed specifically for meeting staff development needs for students with moderate learning difficulties. Contains a wealth of information and activities along with a comprehensive guide to help special needs co-ordinators with delivery.

BTEC *Assessment and Grading* 1986 (**4**)

This pack provides guidelines on assessment and grading through an activity-based programme of staff development. It includes a rationale and introduction, exercises, a resources section and a glossary. Although designed for small group activity with mainstream staff, it contains numerous ideas and is in a useful format for adaptation to special needs work.

Careers and Occupational Information Service *Active Learning: A Practical Approach* MSC, 1987 (**5**)

This pack introduces student-centred learning and includes recognising the characteristics of a learner-centred approach, adapting existing practice, and delivery and evaluation of effectiveness. It is designed for use for staff development and contains structured sessions, activities and support materials.

Carrington, D. *CPVE Information Technology* Education Development Centre, 1986 (**7**)

A software and courseware directory of materials which are relevant to meeting CPVE core skills and can be used as supporting materials in training sessions.

Carroll, S. and McQuade, P. *The Staff Development Manual Volume 1: Delivering the Curriculum* Framework Press, 1987 (**3,4,5,6,8**)

This pack is designed to meet the requirements of the RSA certificate for vocational preparation for tutors, but is readily adaptable for use in any context.

Collins, N. *New Teaching Skills* OUP, 1986 (**5,8**)

This book deals in depth with negotiation, counselling, guidance and group work. It also includes the creation and management of learning opportunities. Simple and clear presentation makes it readily adaptable to provide training materials.

Cooper, D. *A College Guide: Meeting Special Educational Needs* Longman for FEU, 1986 (**1**)

The guide deals with special needs in general and includes physical and sensory disabilities and medical conditions, learning difficulties and emotional and behavioural difficulties. It is aimed at a wide range of professionals and tries to focus on meeting needs rather than defining disabling conditions.

Cooper, D. and Hersov, J. *We Can Change the Future* NBHS (now Skill: National Bureau for Students with Disabilities), 1986 (**1,5,8**)

A training resource to help staff become aware of self-advocacy and its implications and to help them to develop the skills and appropriate strategies for developing self-advocacy skills in their students. A comprehensive list of activities and information on the subject.

Cotterell, A., Holyfield, J., Morgan, D. and Russell, P. *Pre-Vocational Core Studies: Tutor's Book* Heinemann Educational, 1985 (**2,3,4,5,8**)

A useful introductory guide for courses of pre-vocational core studies or work at a similar level. It includes student-centred learning, group work methods, individual learning strategies, support and guidance, assessment, a check-list of core aims and a substantial bibliography.

Council for Educational Technology *Information Technology and Work Preparation Courses for Slow Learners in Further Education Colleges* 1987 (**7**)

Dee, L. *New Directions: A Curriculum Framework for Students with Severe Learning Difficulties* FEU, 1988 (**2,4,5**)

This contains valuable information on curriculum design and implementation for students with severe learning difficulties. It includes examples of a curriculum framework which was tested in a wide range of institutions and which could be adapted to form training materials for this area.

Derbyshire County Council *Assessor's Manual of Good Practice* 1985 (**4**)

This book outlines the development and contents of a complete assessment programme. It is particularly geared to managing agents or sponsors of YTS.

Essex County Council *Record of Achievement Assessment Handbook* 1987 (**4**)

FEU *Assessment, Quality and Competence: Staff Training Issues for NCVQ: An FEU View* Longman for FEU, 1986 (**4**)

This looks at the review of vocational qualifications objectives and discusses the nature and assessment of competence, including the implications for RVQ. Useful for issues to be considered in staff development programmes, particularly in FE and YTS.

FEU *Behaviour and Motivation: Disruption in Further Education* Longman for FEU, 1987 (**5**)

A collection of papers which include: disillusionment with FE; the changing FE scene; mismatch and disruption; boredom; special needs arising from emotional and behavioural difficulties; classroom relationships and staff development. It can be adapted to provide training material.

FEU *Computer Based Learning in FE: A Staff Development Guide* 1985 (**7**)

This provides a staff development model and gives background information on training. It is targeted at mainstream staff development workers but is equally applicable to special needs work.

FEU *FEU/Pickup Staff Development Programme* 1986 (**4**)

FEU *Information Technology Support Systems for Education and Training* 1987 (**7**)

FEU *Making Progress? The Function of Assessment for Students with Moderate Learning Difficulties* Longman for FEU, 1982 (**4**)

FEU *Planning Staff Development: A Guide for Managers* 1987 (**2**)

This guide is designed to offer support to those who have staff development responsibilities. It includes the management of staff development, the identification and analysis of needs, programme design, implementation, monitoring and evaluation.

FEU *Profiles: A Review of Issues and Practice in the Use and Development of Student Profiles* 1982 (**4**)

FEU *Profiles in Context* Longman for FEU, 1987 (**4**)

This book provides important information on current develolpments in accreditation for all students, including those with special needs, and discusses: records of achievement; peer assessment; graded tests and profiles; profiles in CPVE; computer-assisted profiling; adult profiling; RSA certificate. It would need to be adapted to provide staff development material.

FEU *Relevance, Flexibility and Competence* 1987 (**2**)

This provides a curriculum framework and strategy which is recommended for all post-14 education and training. It is a major source on curriculum strategy but needs to be adapted to provide training material.

FEU In RP195 (Experimental College Project) Tameside College of Technology produced a *Guide to Active Learning*, 1985 (**2,5**)

FEU Courseware Unit *Courseware Directory* 1988 (**7**)

Fish, J. *Equal Opportunities For All?* ILEA, 1985 (**1**)

Fowler, P. *A Core Library of Software for FE Students with Moderate Learning Difficulties* Council for Educational Technology, 1987 (**7**)

This includes a description of the appropriate ways of using the software contained in the core library list. It is an invaluable document around which to build training sessions on this subject.

Fowler, P. *IT Helps: Information Technology for FE Students with Special Needs* Council for Educational Technology, 1988 (**7**)

Gilbert, J. *Software for Students with Moderate Learning Difficulties* FEU, 1984 (Reprinted as part of the package *From Coping to Confidence* FEU, 1985) (**7**)

Hamblin, D. *Guidance: 16–19* Basil Blackwell, 1983 (**8**)

An informative book which includes: issues; techniques of guidance and counselling; group guidance; adjustment to work/careers/preparation for unemployment; group interaction and social skills.

* Harrington,L. and Hutchison, L. *Plan Instruction for Exceptional Students* (Module L-3 of category L – serving students with special/exceptional needs, *Professional Teacher Education Module* series) American Association for Vocational Instructional Materials, Georgia, 1984 (**3**)

A self-contained module which gives objectives, case-studies, activities and a self-evaluation sheet.

Heathcote, G., Kempa, R. and Roberts, I. *Curriculum Styles and Strategies: A Review of Styles and Strategies of Curriculum Innovation in Secondary (and Higher) Education and Their Relevance to Further Education* FEU, 1982 (**2**)

Hope, M.(ed.) *The Magic of the Micro: A Resource for Children with Learning Difficulties* Council for Educational Technology, 1986 (**7**)

Hutchinson, D. and Tennyson, C. *Transition to Adulthood: A Curriculum Framework for Students with Severe Physical Disability* FEU, 1986 (**2,4,5**)

This is a description of a research project to examine a curriculum framework for students with severe physical disability. It is easily adaptable to staff development material and contains plenty of useful information so it is worth persevering with, despite its presentation and design.

* Hutchison, L. and Wonacott, M. *Assess the Progress of Exceptional Students* (Module L-9 of category L – serving students with special/exceptional needs, *Professional Teacher Education Module* series) American Association for Vocational Instructional Materials, Georgia, 1984 (**4**)

A self-contained module which gives objectives, case-studies, activities and a self-evaluation sheet.

Joint Board for Pre-Vocational Education *CPVE Part A: The CPVE Framework and Criteria for Approval of Schemes* 1985 (**2**)

Joint Board for Pre-Vocational Education *CPVE Part B: Core Competences and Vocational Module Specifications* 1985 (**2**)

Lewis, R. *How to Help Learners Assess Their Progress: Writing Objectives, Self-Assessment Questions and Activities* Council for Educational Technology, 1984 (**4,6**)

An easy to follow guide which is applicable to special needs, it includes various means of helping learners to assess their progress.

Lewis, R. and Paine, N. *How to Find and Adapt Materials and Select Media* Council for Educational Technology, 1986 (**6**)

One of a series of open learning guides designed to give practical help to people setting up open learning programmes.

Lewis, R. and Pates, A. *Learning Workshops: A Manual of Guidance on Setting Up and Running Flexible Learning Workshops* Longman for FEU, 1987 (**5,6**)

A manual which gives guidance on setting up and running flexible learning workshops, it includes information on learner support and learning materials, as well as examples of workshops in practice. It contains comprehensive information and detailed descriptions of workshops visited and can be used, with little adaptation, as training material.

MSC *Development of Assessable Standards for National Certification* 1988 (**4**)

This is essential background information for anyone involved in MSC (now Training Agency) programmes. It offers guidance on: a code of practice; deriving elements of competence; definition of performance criteria; characteristics of units of performance; issues in assessment; monitoring of assessment practices; underpinning knowledge and understanding; task management and standards.

MSC *Learning: Youth Training Scheme* 1983 (**5**)

This is a basic manual targeted at MSC (Training Agency) trainers but applicable in any post-school setting. It includes information on training for transfer, learning at work and skills for learning.

MSC *Presenting a Training Session* 1985

This guide gives straightforward, useful advice for inexperienced staff trainers. It is not training material as such, but a source of advice on staff training targeted at MSC (Training Agency) staff. It is, however, applicable in any post-school setting.

MSC *YTS Special Training Needs: A Code of Practice* 1988 (**1,2,4,5,8**)

This provides information on the structure and support services for YTS special training needs.

MSC *YTS Training For Skills* 1986 (**2**)

McMahon, T. *Developing Tutoring Skills: Supporting a Staff Development Programme* FEU, 1985 (**8**)

This book is the report on a project examining nine staff development programmes on tutoring and counselling in practice and is designed to be of use to those organising and running staff development programmes. It contains many ideas and examples of actual practice and is useful without adaptation except for adding some examples of special needs work.

Mansell, J. *Skills for Living: A Curriculum Framework for Young People in FE with Moderate Learning Difficulties* FEU, 1982 (**5**)

Mencap/Open University *Patterns for Living* (A joint Open University/Mencap course for all those involved with mentally handicapped people) OU, 1986 (**5,9**)

Although designed as an open learning package, this has been widely used in staff training for special needs. It encompasses lists of useful sources and resources, strategies for developing social skills, sex and marriage, work and leisure, integration and normalisation, and community and personal support.

Merseyside Inner Accredited Training Centre *Initial Assessment: A Course Tutor's Guide* Fielden House, 1987 (**4**)

This package was developed for staff training in relation to YTS and is aimed at the initial assessment of 'low achievers'. It contains information and ideas for discovering abilities and interests.

Miller, J. *Training in Individual Guidance and Support* MSC, 1982 (**8**)
A practical booklet targeted at the former YOP schemes but still useful as a basic guide in this area, it covers planning, implementation and evaluation of in-service training.

Miller, J. *Tutoring: The Guidance and Counselling Role of the Tutor in Vocational Preparation* Longman for FEU, 1982 (**8**)
This is an invaluable source on the subject which is useful for special needs work and forms the basis of many subsequent publications for staff development in this area.

Miller, J., Taylor, B. and Watts, A.G. *Towards a Personal Guidance Base* Longman for FEU, 1983 (**8**)
An excellent resource on the guidance and counselling role of the tutor in the setting up of a guidance base within the college, this is an invaluable source on the subject and easily adaptable for special needs work.

National Bureau for Handicapped Students (now Skill: National Bureau for Students with Disabilities) *TVEI and Special Educational Needs – Getting Involved in Profiling* 1987 (**4**)

National Union of Students *Disabilities Pack: It's Our College Now* 1987 (**1**)

National Youth Bureau *Staff Development Handbook* 1986
A practical guide for YTS managers on all aspects of implementing a staff training programme, it is also applicable in contexts beyond YTS.

Nickerson, W., Zannettou, I and Sutton, J. *Succeeding with the Deaf Student at College: Special Needs Occasional Paper No. 4* Longman for FEU, 1986 (**6**)

Open University *P521 Teaching Strategies for Continuing Education: Teaching Approaches, Methods and Aids* 1985 (**5**)
This is an invaluable information pack with an audio tape and includes a user guide, information on students' learning needs, adult learning experiences and problems, evaluation and group behaviour, teaching methods and teaching aids.

Perry, J. *Skills for Adult Working Life: A Guide to Resources* Longman for Schools Council 1984 (**5**)
This is a useful resource which can be adapted for application in a special needs context. It includes lists of materials concerning life and social skills, learning and study skills, skill development, consumer education and skills identification in curriculum development, assessment and professional development.

Pring, R. *Common Core – Teaching and Learning: Guidance to Teachers and Tutors Involved in 17+ and Other Core Curricula* Longman for FEU, 1984 (**5**)

Scottish Council for Educational Technology *Student-Centred Learning 16+* 1986 (**3,4,5,6,8**)
This package is designed for individual study, small group work or as part of formal training. It is clear, easy to use and readily adaptable for special needs.

Sheffield and Rotherham Accredited Training Centre *Trainees with Learning Difficulties: Tutor Notes* Sheffield ATC, 1987 (**4**)
This consists of tutor notes for a one-day course on initial assessment of trainees with learning difficulties and, although it is designed for YTS trainers, it has applications in other settings.

Skill: National Bureau for Students with Disabilities *A Preparation for Adult Life* (video) 1988
This video demonstrates teaching and learning strategies that can be employed by trainers or teachers new to dealing with learners with special needs.

Southern Counties Accredited Training Centre *Initial Assessment for YTS* Portsmouth Polytechnic/Southern Counties ATC, 1986 (**4**)
This is a package designed for YTS trainers but of more general use. It contains check-lists, notes on interviewing and assessment methods, sample questions and sources of information.

Stafford, D.V./DES *A 'Special' Professionalism: A Report of the FE Special Needs Teacher Training Working Group* HMSO, 1987
This is the report of the special needs teacher training working group which considers the need for training, a framework for training, award-bearing courses, a special needs

resource base and makes recommendations. It provides the whole background to current and future training needs in respect of special needs in the post-school sector.

* Wonacott, M. *Identify and Diagnose Exceptional Students* (Module L-1 of category L – serving students with special/exceptional needs, *Professional Teacher Education Module* series) American Association for Vocational Instructional Materials, Georgia, 1984 (**1,4**)

This contains materials on preparing to teach students with different abilities and needs, and on reviewing attitudes to working with a wide range of students.

* The publications marked with an asterisk are all part of an American pack, hence the definition of special and exceptional needs is not the same since it includes concepts of disadvantage from social, economic, cultural and language factors. The materials can be used as an open learning pack or with a facilitator. The activities are particularly useful and require minimal adaptation in many cases.

These publications are available from: Technical Publications Services Ltd., 5 Vines Avenue, London N3 2QD.

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